

CALENDAR OF QUESTIONS 2014-15

An Indiana Academic Standards Implementation Tool for
School Board Members, Superintendents, District Staff,
Principals, Teachers, Counselors, Parents, and Students



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Purpose

The Indiana Department of Education has adapted this Calendar of Questions, which was developed by The Council of the Great City Schools (CGCS) to serve as a tool for districts as they implement the college and career ready Indiana Academic Standards for English/ Language Arts and Mathematics (2014). The calendar provides overarching questions that could be posed throughout the year, as well as questions for district staff and principals to consider before the school year starts. There are also questions arranged by month that focus on particular aspects of implementation. They model how to proactively plan and monitor efforts to raise student achievement and to assess the impact throughout the organization. This is not an exhaustive list and the questions should not function as a checklist of completed tasks. The goal is to promote discussion and synchronize the work in a logical way across the organization.

Overarching questions throughout the year

- How does our implementation of Indiana Academic Standards reflect high expectations for all students and fit with all of the other major school district priorities? How do we integrate the Indiana Academic Standards with other district reform initiatives, including turnaround schools? How have we coordinated and communicated those priorities?
- What improvements to the core instructional program are needed to ensure that Special Populations (English Learner (EL) students, students with disabilities, high ability learners, and struggling students) have access to the Indiana Academic Standards?
- What information does our school board need about the Indiana Academic Standards and our implementation progress?
- How might we better use our resources and staffing to ensure strong implementation of the Indiana Academic Standards across the entire district?
- How will we gauge implementation? What is our evidence? What changes do we need to make in our work?

- How often do central office staff, principal supervisors, and principals visit classrooms? How do we use results to enhance and support student achievement and student work?
- What implementation successes are we seeing in classrooms? How are we using multiple measures of student progress?



Questions for district staff before the school year starts

- How well do we understand the rationale of the Indiana Academic Standards and how instruction and assessment must change for all students to be successful?
- What information do we need to gather to keep the superintendent and school board aware of implementation progress?
- In selecting materials for classroom use, how are we utilizing the resources located on the DOE website www.doe.in.gov/standards?
- In mathematics, how have we revised scope and sequence documents to place more time and greater focus on Indiana Academic Standards at each grade level?
- In English/Language Arts and literacy, how have we revised scope and sequence documents to reflect the appropriate balance of informational and literary texts?
- How have all instructional departments modified documents to ensure that they guide teachers on implementing Indiana Academic Standards instructional shifts?
- Have we studied sample Indiana Academic Standards-aligned tests and prototype items? What implications do they have for curriculum and professional development support for general education programming? What implications do they have for the instruction and assessment of special populations?

Questions for principals before the school year starts

- What is my strategy for implementing the Indiana Academic Standards? How far along are we in the implementation process?
- How do I ensure that Special populations (EL students, students with disabilities, high ability learners, and struggling students) have access to rigorous content and instruction?
- As I consider my instructional and support staff, who already has a deep understanding of the Indiana Academic Standards and who needs additional support? How do I know? How will I provide additional learning opportunities for those who need them? How will I build a strong team with a shared understanding of the standards and the instructional shifts necessary to implement them?
- How do I gauge the implementation of Indiana Academic Standards instructional shifts in content areas outside of English/Language Arts and mathematics?
- How am I supporting collaborative planning and the review of student work to check our progress in implementing the Indiana Academic Standards?
- How will I work with my faculty to promote classroom environments conducive to learning and where students are eager to engage in challenging work?

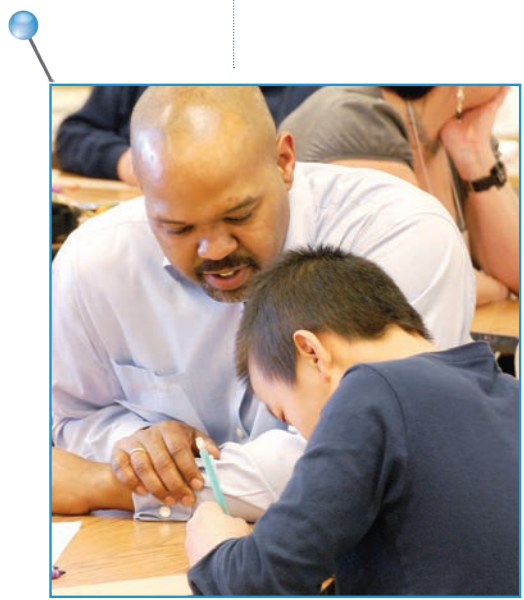


School Board Members	Superintendent and Cabinet Staff	Senior Instructional and Operational Staff	Communications Staff	Principals	Teachers	Counselors/ Support Staff	Parents	Students
<p>How well do we understand the rationale for the Indiana Academic Standards and the implications it has for preparing our students for college and careers?</p> <p>What additional information do we need?</p> <p>What is the district’s strategy for implementing the Indiana Academic Standards?</p> <p>Does this strategy address the needs of diverse learners?</p> <p>Do our statements and policies clearly indicate that the Indiana Academic Standards are a priority for our district? How?</p>	<p>Do we have a clear picture of what successful implementation of the Indiana Academic Standards looks like?</p> <p>Do we have a coherent strategy for implementing the Indiana Academic Standards districtwide? What is it?</p> <p>How does this strategy address the needs of diverse learners and reflect high expectations for all?</p> <p>How have we made implementation of the Indiana Academic Standards a clear priority for our district?</p> <p>How do we explain the rationale and shifts required by the Indiana Academic Standards to the community?</p> <p>Have we created a cross-functional team of general education, EL, special education, high ability, budget, technology, communication, human resources, and research staff, along with principals and teachers, to take joint responsibility for the quality of our implementation and to report on school-level progress regularly? Have we clarified the goals and responsibilities of the team and its leader?</p> <p>How have instructional staff attending summer educational workshops shared and applied their learning to advance our understanding and implementation of the Indiana Academic Standards?</p>	<p>How have we made the Indiana Academic Standards a priority across departments and schools to meet the needs of all students?</p> <p>How clear is our implementation strategy to staff throughout the organization? How do we know?</p> <p>Are other departments and staff using this calendar of questions to inform their work?</p> <p>If we are adopting new materials this year, do staff members and teachers responsible for selecting those materials have in-depth training on the Indiana Academic Standards requirements?</p> <p>What guidance will we give teachers on how to work with students who may not meet grade-level expectations?</p> <p>How well have we aligned financial and human resources, professional development, and other supports to ensure that teachers, principals, and administrators are able to apply the instructional shifts?</p> <p>How many of our staff members and teachers lack high quality training on the Indiana Academic Standards? How do we respond? What is our plan for evaluating the effects of our professional development?</p> <p>What is our onboarding process for new hires and does it adequately incorporate the Indiana Academic Standards? How can we engage our university partners in teacher preparation for the Indiana Academic Standards?</p>	<p>Do we have clear, accessible talking points about the Indiana Academic Standards and our implementation process?</p> <p>How well do we understand these talking points?</p> <p>What is our strategic plan for internal and external communications about the Indiana Academic Standards?</p> <p>Have we made the Indiana Academic Standards Resources available to our schools, community, and the media?</p> <p>Have we circulated the Parent Roadmaps to parents and schools to explain grade-level expectations for student learning?</p> <p>How will we circulate the parent and student sections of the Calendar of Questions?</p>	<p>How well can I explain the rationale and the main instructional shifts required by the common core to parents and faculty?</p> <p>How do I strengthen my own understanding?</p> <p>How have I ensured that faculty will be working together this year and that student work and classroom practices will reflect the shifts required by the Indiana Academic Standards?</p> <p>How will I review and use the Parent Roadmaps and Calendar of Questions with my faculty and discuss implications for our work this year?</p> <p>How will I ensure that parents know how to contact their child’s teachers for additional support?</p> <p>How will I collaborate with other principals in implementing the Indiana Academic Standards?</p>	<p>How well can I explain the rationale and the main shifts required by the Indiana Academic Standards to parents and fellow teachers?</p> <p>How will I make those shifts visible in my classroom?</p> <p>How do I further develop my understanding of the Indiana Academic Standards?</p> <p>Where do I go to find accurate answers to my questions about the standards and their implications for my instructional practice? What professional development do I need?</p> <p>Do I understand how to use close reading strategies to help students comprehend complex text, language structures, and vocabulary?</p> <p>How will I use “close reading” to challenge students in my class with diverse needs?</p> <p>How will I use the mathematics vertical articulation documents for the Indiana Academic Standards to inform my instructional practice?</p> <p>How can we work together to help our students meet or exceed these standards?</p> <p>What evidence will I look for to show students are making progress?</p>	<p>How do the Indiana Academic Standards impact my role in preparing students for college and careers?</p> <p>How can I support all students as they are asked to do more rigorous work?</p> <p>How can I help students overcome the potential frustration of facing more rigorous expectations?</p> <p>How can I work with teachers to support struggling students?</p> <p>How will I know if I am successful?</p>	<p>What are the Indiana Academic Standards?</p> <p>Why are they important for my child?</p> <p>Do I know where to go to get accurate information about the Indiana Academic Standards and my school’s implementation of the new standards?</p> <p>Have I looked at the Indiana Academic Standards Resource documents online?</p> <p>Have I read the Parent Roadmaps describing what my child will be learning this year in mathematics and English/Language Arts?</p> <p>If I have questions about anything, have I made an appointment to talk with the teacher?</p> <p>Do I know where to turn if my child needs help?</p>	<p>What are my learning goals for this school year?</p> <p>Do I feel prepared to meet these goals?</p> <p>Do I know where to go for help if I am struggling in class or having trouble with my homework?</p> <p>Do I know where to get more information on topics that interest me?</p> <p>Have I started to think about my career and college goals?</p>





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<p>How will we stay informed about the district’s progress implementing the Indiana Academic Standards?</p> <p>How often should we get updates?</p> <p>What is the district’s plan for keeping the community informed about implementation of the Indiana Academic Standards?</p>	<p>What proportion of central office and school-based instructional staff knows what the Indiana Academic Standards instructional shifts are in the areas of reading, writing, and mathematics and how to apply them? How do we know? What are our plans for those who still do not know the shifts and their application?</p> <p>How have we articulated for instructional staff how student work should reflect the Indiana Academic Standards shifts in reading and mathematics?</p> <p>What interventions do we have in place for teachers to use with struggling students?</p> <p>What additional professional development and resources do we require?</p> <p>How are we using free resources available from CGCS and other internet sources?</p> <p>What mechanisms have we established to formally evaluate the Indiana Academic Standards implementation?</p> <p>Are we ready for full implementation of the Indiana Academic Standards and online testing in the 2015 - 2016 school year?</p>	<p>What is our schedule for visiting schools? What will we look for during the visits?</p> <p>What is the extent of implementation at the school and classroom levels? How do we evaluate the quality and breadth of implementation? With what tools?</p> <p>How are we addressing misconceptions about the Indiana Academic Standards and our implementation?</p> <p>How well are the Indiana Academic Standards instructional shifts understood in schools and reflected in student work? What evidence do we have? How will we respond?</p> <p>What guidance have we given principal supervisors, principals, coaches, and teachers on what to look for to ensure that classrooms reflect the Indiana Academic Standards?</p> <p>What mechanisms have we created for principals and teachers to provide feedback on Indiana Academic Standards implementation problems?</p> <p>How often will we provide district leadership with status updates on our technology plan for implementing the Indiana Academic Standards?</p>	<p>What information do we need to gather to keep the superintendent and the cross-functional implementation team aware of community perceptions about the Indiana Academic Standards?</p> <p>What information do we receive regularly from curriculum and assessment staff about the Indiana Academic Standards? How can we use this information?</p> <p>How can we showcase and utilize classrooms that exemplify effective implementation of the Indiana Academic Standards?</p>	<p>What evidence do I have that my teachers hold high expectations for all students?</p> <p>How do I know that students are working with complex texts in every classroom at least once a week?</p> <p>How do I know that teachers are asking questions that require students to support their answers with evidence from what they are reading and from what they are learning in mathematics?</p> <p>Are teachers collaboratively reviewing and discussing student work products? Does this collaboration include teachers of EL students, students with disabilities, and high ability students? How do I know?</p> <p>Do I see student work that shows students using academic vocabulary in context (not just defining lists of words)? How do I support and encourage students in using subject-specific language effectively?</p> <p>What is my role in reviewing and discussing student work?</p> <p>What mechanisms have we created for teachers, parents, and students to provide feedback on Indiana Academic Standards implementation issues and pitfalls?</p>	<p>Do I select at least one piece of literary or nonfiction/ informational text per week that is engaging and challenging for my students? What evidence do I have that students are improving their close reading and evidence-based reading and writing skills?</p> <p>How often do I pose questions that require students to read and cite evidence in assigned texts?</p> <p>How often do I pose questions that will enable students to explore multiple ways to reach an answer in mathematics? Am I providing opportunities for students to justify their answers and analyze the reasoning of others? How do I use these responses to assess students’ level of understanding?</p> <p>Am I actively engaged in professional learning communities on the implementation of the Indiana Academic Standards?</p>	<p>How do I support teachers in addressing students’ affective responses to higher expectations?</p> <p>How do I help students develop confidence and the belief that they are capable of doing rigorous work?</p>	<p>How do I know that more rigorous standards are being taught in my child’s school?</p> <p>Is my child being asked to justify their answers about what they have read?</p> <p>Do I see my child’s knowledge and vocabulary growing from year to year?</p> <p>Is my child being asked to solve real-world problems in mathematics?</p> <p>Does my child need help completing homework? Do I know where to go to get help for my child?</p>	<p>Do I understand what I am reading in school?</p> <p>Am I learning to explain how I come up with my answers to math problems?</p> <p>Am I using what I have read to participate in class discussions?</p> <p>Should I talk to my teacher about getting extra help?</p> <p>In my writing, am I learning to express my ideas clearly? Do I use punctuation and standard English so that others understand what I am trying to say?</p>





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<p>How does our budget support implementation of the Indiana Academic Standards standards and assessments in the 2014 - 2015 school year?</p> <p>Does the time we spend during school board meetings reflect that student performance is our highest priority?</p>	<p>Am I conducting the outreach necessary to inform the business community, advocacy groups, parents, and others of our Indiana Academic Standards implementation strategy?</p> <p>What am I concerned about in the implementation of the Indiana Academic Standards? How should I respond?</p> <p>Do I have the right people in the right places to make implementation successful?</p> <p>How are we aligning financial resources behind our Indiana Academic Standards implementation strategy?</p> <p>How effectively are we training and supporting school-level staff in the use of technology to support the Indiana Academic Standards implementation and assessments?</p> <p>Will we have the technology we need in the 2014 - 2015 school year and a plan to maintain and replace it?</p>	<p>How can we build district capacity to identify or develop the Indiana Academic Standards-aligned materials?</p> <p>How are principal supervisors using feedback from principals to inform their work and to promote collaboration across schools?</p> <p>What successes are we seeing at the school and classroom levels in general education and with Special Populations (EL students, students with disabilities, high ability, and students who are struggling)?</p>	<p>Are we building what we are learning about the Indiana Academic Standards implementation into district communications tools?</p> <p>How will we proactively inform the community about the new tests and likely trends in student performance in the short term?</p> <p>Are we implementing our internal and external communications strategy? What are we learning in the process?</p>	<p>What am I concerned about in the implementation of the Indiana Academic Standards in my school? How should I respond?</p> <p>Do I have the right people in the right places to make implementation successful?</p> <p>What difficulties are my teachers having in implementing the Indiana Academic Standards? How do I address their needs?</p> <p>How do we make the best use of teacher collaborative planning time and professional learning communities to improve implementation of the Indiana Academic Standards?</p> <p>Do I see students responding to text- dependent questions by citing evidence from what they read?</p> <p>Can students effectively explain how they solve mathematics problems? Are students able to show their thinking in multiple ways?</p>	<p>Am I providing students with classwork that reflects grade-level complexity?</p> <p>How am I ensuring access to the Indiana Academic Standards to students with diverse learning needs?</p> <p>If students require supplemental supports, how am I helping them gain independence from those supports?</p> <p>What kinds of interventions do we need to put into place as we see students slip behind? What am I doing to provide appropriate challenge to students who have mastered the standards/content?</p> <p>What am I learning about my implementation of the Indiana Academic Standards as a result of reviewing student work products? How should I adjust my instructional practices? What supports do I need?</p> <p>Have I scheduled face-to-face meetings with students and parents to discuss progress and interim results?</p> <p>Are students getting hands-on learning opportunities in science and multiple readings about those concepts?</p>	<p>How can I assist teachers with developing and maintaining accurate student records or profiles to chart academic progress?</p> <p>How can I help students reflect on their academic growth and develop coping strategies for dealing with rigorous expectations?</p>	<p>Have I scheduled a conference with my child's teacher to discuss his/her academic progress?</p> <p>Have I asked to see samples of my child's classwork in mathematics and English language arts?</p>	<p>What am I doing to get better at reading harder material?</p> <p>How do I figure out the meanings of words that I do not know?</p> <p>Am I using new words that I have learned in class discussions and in my writing?</p> <p>Am I improving my ability to explain my thinking in math class?</p> <p>When I look at my work over the past three months, where am I improving and where do I need help?</p>





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<p>Do we need to reassess our budget allocations to ensure that they are meeting the Indiana Academic Standards implementation priorities?</p> <p>How is the district using free resources available from organizations like CGCS and the internet?</p>	<p>Do we need to reassess our budget allocations to ensure that they are meeting the Indiana Academic Standards implementation priorities?</p> <p>What evidence is emerging that our programs are proving effective in implementing the Indiana Academic Standards?</p> <p>What evidence do we have that EL students, students with disabilities, and struggling students have access to the Indiana Academic Standards? What evidence do we have that demonstrate appropriate academic challenge for high ability students? How will we use this information?</p> <p>Are there gaps in how well aligned our programs and materials are with the Indiana Academic Standards? How do we supplement our instructional materials to fill those gaps?</p> <p>What progress are we making with our districtwide and site-based professional development efforts to ensure that school staff are implementing the Indiana Academic Standards effectively? What evidence are we using to gauge effectiveness?</p> <p>How can we engage our universities and other partners in the Indiana Academic Standards implementation efforts?</p>	<p>How are we ensuring that teachers and principals are emphasizing the language standards in all content areas and at each grade level as students are working on reading and writing?</p> <p>What tools are we using to monitor progress? Do they include multiple measures of achievement?</p> <p>How does our implementation plan in mathematics and English/Language Arts ensure that every grade level succeeds in implementing the Indiana Academic Standards? If it does not, what do we need to change?</p> <p>For those students who will be encountering new, more rigorous standards in the middle and later years of their K-12 education, how are we ensuring that they succeed with this transition?</p>	<p>What successes in implementing the Indiana Academic Standards can we share with the community and other school districts in Indiana?</p>	<p>How well are my teachers meeting the instructional needs of Special Populations (EL students, students with disabilities, high ability students, and struggling students) in their classrooms? How do I know, using multiple measures?</p> <p>Are students using evidence from multiple sources in their research reports?</p> <p>Are students gaining greater sophistication in reading, writing, speaking, and listening? How do I know?</p> <p>Does student work in mathematics reflect a deep understanding of mathematical concepts?</p> <p>Do students in my school show a progression of skills across subject areas from one grade level to another?</p> <p>How are my teachers using student work products to inform their instructional practice and implementation of the Indiana Academic Standards?</p> <p>What additional professional development or supports does my staff need?</p>	<p>How am I adapting my daily classroom instruction to incorporate the instructional shifts required by the new standards and future assessments? Am I still using worksheets that focus solely on state test-taking strategies or have I moved beyond them?</p> <p>In assessing student progress, am I using multiple measures and student work products?</p> <p>How are my colleagues and I using student work products to inform our instructional practice and implementation of the Indiana Academic Standards?</p> <p>How can I strengthen my skills at developing good text-dependent questions and text-based writing prompts?</p> <p>Am I providing enough opportunities for students to respond to questions that require them to cite evidence in support of their thinking?</p> <p>In mathematics, how are students demonstrating understanding and problem-solving skills?</p> <p>How am I scaffolding instruction to ensure access to the Indiana Academic Standards for EL students, students with disabilities, and struggling students? How am I extending instruction to provide appropriate challenge to students with high ability?</p>	<p>How have I assisted students in becoming more persistent when confronted with challenging work?</p> <p>Am I seeing evidence of behavior and attendance problems or student disengagement that might lead them to drop out of school? How am I working with those students?</p>	<p>Am I seeing improvements in my child's reading, writing, and mathematics work? What has my child or my child's teacher shown me to indicate improvement?</p> <p>Am I helping my child learn and use new words in speaking and writing?</p>	<p>Am I gaining more confidence in learning new ideas and skills in school?</p> <p>When do I feel afraid to ask questions?</p> <p>Am I giving up too early when the material gets harder? Who can I ask for help?</p>





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<p>How is the administration's implementation of the Indiana Academic Standards progressing?</p> <p>What performance indicators are we using?</p> <p>What are the administration's next steps in implementing the Indiana Academic Standards?</p>	<p>How is our implementation of the Indiana Academic Standards progressing?</p> <p>What performance indicators are we using? What are our next steps?</p> <p>How are parents and the community responding to our implementation of the Indiana Academic Standards? What adjustments do we need to make?</p>	<p>How effectively is our cross-functional team working together to meet their goals?</p> <p>How do we ensure that the budget for next year prioritizes the Indiana Academic Standards implementation?</p> <p>What is the status of our Indiana Academic Standards implementation in general education, special education, high ability education, and for English learners? What evidence do we have?</p> <p>What lessons are we learning from this year?</p> <p>What are we hearing from teachers and principals in the field and what are we doing about it?</p> <p>How will this information impact budget planning; development and training on the use of technology; support for teachers, principals and students; and preliminary summer school plans?</p>	<p>How do we use parent and community feedback to inform our communications strategy?</p> <p>Has the central office updated us on the Indiana Academic Standards developments? How will we use this information in our internal and external communications?</p>	<p>What evidence do I see of the following practices?</p> <ul style="list-style-type: none">• Students reading and understanding grade-level texts with teacher support• Students using academic language in both oral and written responses• Students connecting concepts across science, math, the arts, and social studies classes• Students justifying their answers by citing evidence from the text and elaborating on their reasoning <p>As the semester comes to an end, am I confident that my staff can implement the Indiana Academic Standards according to plan? Do I need to make staffing changes?</p> <p>How are central and area offices responding to my concerns as well as those of my faculty?</p>	<p>How am I informally assessing students' use of academic vocabulary in discussions and in their writing? What do I need to do if they are struggling in this area?</p> <p>How am I advancing close reading in the classroom with all students in the content areas I teach? What student performance measures am I using?</p> <p>As a school, how are we providing opportunities for students to explore science, math, the arts, and social studies concepts?</p> <p>What is the quality of student work indicating to me about their learning and my teaching? What instructional adjustments do I need to make?</p> <p>Are there additional intervention strategies that I need to put into place for struggling students? How do I continue to challenge students who are excelling?</p> <p>How are the principal and the district responding to the concerns I have voiced?</p>	<p>Have I scheduled conferences with struggling students? What are those conferences indicating about how I can assist my students and involve their parents?</p> <p>What additional parent outreach efforts should I conduct?</p>	<p>What is my child's report card telling me about his or her progress?</p> <p>What questions do I have for my child's teachers?</p> <p>What are some enjoyable activities we can do over the holiday break that can reinforce what my child is learning in school?</p>	<p>What is my report card telling me about my progress?</p> <p>What questions do I have for my teachers and my counselor about my progress?</p> <p>What can I do to improve next semester?</p>





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<p>How are parents and the community responding to the changes the district is making in our classrooms? How should the district address their concerns?</p> <p>As we consider the budget for next school year, what data do we need to inform our planning?</p> <p>What data do we need to begin planning for summer schools?</p>	<p>What changes have we made to the Indiana Academic Standards implementation plan based on the data we have? How will these changes impact budget forecasting and technology needs for the upcoming semester, summer school, and next school year?</p> <p>What additional intervention strategies do we need to consider for the remainder of the school year?</p>	<p>As we prepare for year-end testing, how are we maintaining an emphasis on the Indiana Academic Standards instructional shifts? How have we communicated this information to principals, teachers, the community, and parents?</p> <p>What are our plans for moving the Indiana Academic Standards implementation forward over the summer and fall and for preparing for more rigorous assessments?</p> <p>Have we allocated the funds necessary to complete our summer and fall plans?</p>	<p>How have we articulated for the community the ways the Indiana Academic Standards standards support current state testing and college and career readiness assessments?</p> <p>How have we built progress updates on the Indiana Academic Standards into our regular communications tools, such as newsletters and social media?</p> <p>What is the status of the Indiana Academic Standards outreach efforts to city hall, religious organizations, the business community, parents, and advocacy groups?</p>	<p>Based on preliminary projections of budget and staffing allocations for next year, what adjustments do I need to make?</p> <p>What logistical plans do I need to make for any additional interim testing and for final year-end assessments?</p> <p>How do I support teachers in preparing students for interim and year-end testing?</p> <p>What specialized interventions or supports do I need to put into place based on my recent progress data and teacher input?</p> <p>Do I need to review the language standards with my staff based on how they are being addressed across content areas?</p> <p>Do I need to review the math standards and how they are applied across content areas?</p>	<p>Have I reviewed my student progress data?</p> <p>Based on that data, what adjustments to my instructional practice do I need to make? What additional supports do I need? What further interventions would benefit my students?</p> <p>To what extent are my students progressing in their ability to read and understand increasingly complex text? Are they becoming more adept with text-dependent questions? What do I need to do if they are not?</p> <p>How do I ensure that students are becoming less reliant on my support and are developing greater confidence and skills?</p> <p>As I advance student reading and writing in my subject area, am I emphasizing academic vocabulary, grammar, usage, punctuation, and mechanics? Am I emphasizing math fluency and vocabulary appropriate for my grade level?</p> <p>How am I building review and reflection into my daily work to help students remember and connect what they have learned?</p>	<p>How can I help students establish and attain specific academic goals and learning strategies for the second semester?</p> <p>What specific behavior intervention plans and supports have I put into place for students who need them?</p>	<p>What have I learned from my child's teacher and counselor about his or her academic needs and progress?</p> <p>What can I do to help my child achieve in school?</p> <p>Is my child able to complete homework independently?</p>	<p>What are my learning goals for the second semester? What are my plans for meeting them?</p> <p>How will I know I am improving?</p>





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<p>How is the administration moving forward with the Indiana Academic Standards implementation?</p> <p>Is the district ready for more rigorous assessments in 2015 - 2016?</p>	<p>How is our work on the Indiana Academic Standards supporting student achievement on current state assessments?</p> <p>How are we ensuring that our summer school program will emphasize the instructional shifts required by the Indiana Academic Standards?</p> <p>Is our budget planning proceeding at the right pace?</p>	<p>Are we continuing our school visits? What are we learning from them?</p> <p>Are the Indiana Academic Standards instructional shifts evident in classroom practice and student work, particularly with Special Populations (EL students, students with disabilities, high ability, and students who are struggling)? How are we communicating these successes? How will we address areas of need?</p> <p>How do the Indiana Academic Standards implementation plans need to be revised based on what we see from our benchmarks, site visits, and on-going evaluations?</p>	<p>What successes in implementing the Indiana Academic Standards can we share with the community and other school districts?</p> <p>Have our outreach efforts resulted in greater support for the district's Indiana Academic Standards implementation? How do we know?</p>	<p>Is my staff collaborating effectively to integrate the instructional shifts required by the Indiana Academic Standards?</p> <p>How can I ensure that collaborative planning time is yielding effective results? How am I measuring effectiveness? How often do I check progress?</p> <p>How are students responding to the academic and behavioral interventions we have put into place?</p>	<p>How am I contributing to the collaborative planning process? What impact has our team made on classroom practice and student work? How do we know?</p> <p>How are we addressing the needs of our Special Populations (EL students, students with disabilities, high ability students, and students who are struggling)?</p> <p>What improvements are my students making as a result of the academic and behavioral interventions or supports I am using?</p> <p>What additional data do I need to assess student progress?</p>	<p>Am I checking in periodically with students about their learning goals? What am I learning and what am I doing about it?</p> <p>How have students receiving interventions and supports improved?</p>	<p>How can I continue to support my child in meeting learning goals?</p> <p>How can I reinforce my child's learning at home? What additional resources or knowledge would help me do this?</p>	<p>Am I meeting my learning goals? What else can I do to improve?</p> <p>Do I feel more confident doing work on my own?</p>





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<p>Are we adequately devoting personnel and fiscal resources in support of the Indiana Academic Standards and securing any additional resources needed for its implementation?</p> <p>How is our budget planning progressing?</p> <p>Are we adequately communicating to stakeholders how higher standards will eventually improve student achievement on state assessments and other measures?</p>	<p>What evidence have principals and central office staff collected through site visits, student work, interim assessments, and other measures to determine how the integration of instructional shifts in classroom practice has progressed?</p> <p>How will we respond to what we have learned?</p> <p>Have all departments completed their inventories and preliminary budgets for next year?</p> <p>How do my staffing projections for next year advance implementation of the Indiana Academic Standards?</p>	<p>How do we prepare for the administration of state assessments and other year-end examinations?</p> <p>How are we communicating to principals and teachers that high quality instruction - not test preparation - will improve student achievement?</p> <p>Have we selected any instructional materials including supplemental instructional materials for the next school year?</p> <p>Have we finalized our departmental budgets and staffing projections for next year?</p>	<p>How are we communicating our upcoming assessments?</p> <p>How do we prepare the public for our state assessment results based on our assessment results and other indicators?</p>	<p>What did we learn from student work, the most recent assessment results, and other indicators? How does this inform our work as a school?</p> <p>As I visit classrooms, in what ways are students citing evidence from texts and justifying and supporting their answers to mathematical problems?</p> <p>Do I see students reading and understanding grade-level texts with less teacher support?</p> <p>Do I see evidence-based student writing that reflects grade-level language standards? Do I see high quality student writing in all content areas?</p> <p>Is my budget on track for this year? Have I finished my budget for next year?</p>	<p>What did I learn from student work, the most recent interim assessment results, and other indicators? How does this inform my work with students?</p> <p>Have my students become more independent in their ability to complete assignments? How do I know?</p>	<p>How can I support students who experience test anxiety?</p>	<p>How do I encourage my child to continue working hard in school?</p> <p>In what ways can we celebrate progress over the school year?</p>	<p>What learning goals have I achieved?</p> <p>What learning goals do I have left this year?</p> <p>What am I most proud of in my academic progress?</p>





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<p>How is the administration's implementation of the Indiana Academic Standards progressing?</p> <p>What performance indicators are we using?</p> <p>Are we ready to approve the budget for next year?</p>	<p>Are we fully prepared to administer state assessments and other year-end examinations?</p> <p>How does the district's final budget submission for next year meet the Indiana Academic Standards implementation needs?</p> <p>Has my staff adequately prepared for the upcoming summer school session?</p> <p>Have we finalized staffing projections and plans for next year?</p>	<p>What have we learned about our implementation of the Indiana Academic Standards this year?</p> <p>How will we refine our implementation and professional development plans for this summer and next year?</p>	<p>How do we help the public understand the difference between the 2014 - 2015 school year testing and the assessments aligned to the Indiana Academic Standards that our students will be taking in 2015 -2016?</p>	<p>How do I ensure that teachers continue instituting higher levels of reading, writing, and mathematics while preparing for state assessments?</p> <p>How can I help teachers understand that high quality instruction -not test preparation - will promote higher student achievement?</p> <p>What staffing needs do I have for next year to improve implementation of the Indiana Academic Standards?</p>	<p>How can I continue to build students' reading and writing skills and deep understanding of mathematics while we review concepts learned over the year?</p>	<p>How do I fine-tune my supports for teachers and students?</p>	<p>Have I met with my child's teacher to discuss his or her progress?</p> <p>How do I encourage my child to do his or her best?</p>	<p>How do I stay motivated through the end of the year?</p> <p>Am I ready to show what I have learned this year?</p>

A photograph of a female teacher with brown hair, wearing a black vest over a white shirt, sitting at a desk and pointing at an open book. A young girl with blonde hair, wearing an orange shirt, is sitting next to her, looking at the book. The background shows a colorful classroom wall with a large tree mural.



School Board Members	Superintendent and Cabinet Staff	Senior Instructional and Operational Staff	Communications Staff	Principals	Teachers	Counselors/ Support Staff	Parents	Students
How will summer school programming enhance student success with the Indiana Academic Standards?	<p>What have we learned about our implementation of the Indiana Academic Standards this year?</p> <p>How will we refine our implementation and professional development plans for this summer and next year?</p> <p>How will summer school programming enhance student success with the Indiana Academic Standards?</p> <p>How am I publicly recognizing the work being done by our schools?</p> <p>How are we communicating to the public about the Indiana Academic Standards implementation?</p> <p>How are we preparing the community to understand the results of the current state testing and tests aligned to the Indiana Academic Standards?</p>	<p>What are our plans for communicating with parents and the public about our year-end assessment results?</p> <p>What plans are in place for summer school?</p> <p>What is the timeline for completing curriculum revisions and providing professional development for principal supervisors, principals, teachers, coaches, and central office staff for this summer and next year?</p> <p>How are we informing teachers and principals about high-quality resources and professional development opportunities in preparation for next year?</p> <p>What information do we need to provide to the superintendent and school board to ensure that they understand our implementation progress and additional needs?</p>	<p>What are our plans for communicating with parents and the public about our year-end assessment results?</p> <p>What updates do we need from the central office to inform our communications about summer school registration and the Indiana Academic Standards?</p>	<p>What is my plan for contacting parents of children who will need to enroll in summer school?</p> <p>What changes do I need to make to teacher assignments for the upcoming school year?</p> <p>Based on the level of the Indiana Academic Standards implementation at my school, what site-based professional development is needed during the summer and next school year?</p> <p>How do I encourage my teachers to pursue professional development and resources based on their individual needs?</p> <p>What professional development do I need to advance the Indiana Academic Standards implementation?</p> <p>How can we make better use of our professional learning communities next year?</p>	<p>What do I need to work on over the summer to enhance my understanding of the Indiana Academic Standards and my instructional practice for all students?</p> <p>Where do I go for resources and additional professional development aligned to the Indiana Academic Standards?</p> <p>Do I need to modify my lesson or unit plans to better reflect the Indiana Academic Standards?</p> <p>How do I inform parents and students about how to continue learning over the summer?</p>	<p>Based on the needs of my students during this school year, how do I revise my counseling schedule to meet the needs of students during the next school year?</p>	<p>What can I do over the summer to reinforce and enhance my child's learning for the next school year?</p> <p>Where can I find free or low-cost learning activities?</p> <p>How can I foster my child's interest in reading, math, and other subjects over the summer?</p>	<p>What am I planning to read over the summer?</p> <p>What other kinds of learning activities interest me?</p>



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<p>What have we learned about the district’s implementation of Indiana Academic Standards this year?</p> <p>How will the administration refine implementation plans for the summer and next school year?</p> <p>What does our state assessment data and other indicators of student progress tell us about how we are serving all of our students?</p>	<p>What were the results of our formal evaluation of the Indiana Academic Standards implementation? How do we inform the school board?</p> <p>How effectively has our cross-functional team advanced implementation of the Indiana Academic Standards and other district reforms over this school year? What changes need to be made next year?</p> <p>How well have we utilized the new standards to meet the needs of Special Populations (EL students, students with disabilities, high ability, and students who are struggling)?</p> <p>How do I inform the school board about state assessment results and other indicators of student progress?</p>	<p>What have we learned about our implementation of the Indiana Academic Standards this year?</p> <p>How will these lessons inform our work for the next school year and our guidance to principals and teachers for instructional planning?</p> <p>How could we collaborate more effectively in our work next year?</p>	<p>What are the district’s priorities for implementing the Indiana Academic Standards next school year?</p> <p>How are we modifying our communications plan to address these priorities?</p> <p>How well have we communicated the year-end assessment results and their implications for student achievement on next year’s Indiana Academic Standards-aligned tests?</p>	<p>What do the results of the year-end assessments, student work, and other indicators tell me about our progress this year?</p> <p>How should we modify the Indiana Academic Standards instructional program and practices next year?</p> <p>Who in the central office can support us in this effort?</p> <p>What resources can I deploy to advance my teachers’ expertise in the Indiana Academic Standards and accelerate student learning?</p>	<p>What lessons have I learned about my instructional and assessment practices based on year-end test results, student work, and other indicators?</p> <p>What is working well in my instructional practice? What needs to be improved?</p> <p>If I am teaching summer school, how can I use this time to enhance my students’ ability to work with complex text and apply mathematics concepts and skills?</p> <p>How can I continue to develop in my ability to teach the Indiana Academic Standards and accelerate student learning? What additional professional development do I need?</p>	<p>How can I encourage students who would benefit from summer school to attend?</p> <p>How can I encourage students to seek out learning opportunities over the summer?</p>	<p>How can I help my child get to the library and encourage him or her to read regularly over the summer?</p> <p>Hoosier Family of Readers http://www.doe.in.gov/hoosierreaders</p> <p>Have I explored other community resources, such as museums, planetariums, and theaters, that can expand my child’s knowledge?</p> <p>Have I talked to my child about his or her interests?</p> <p>What college majors or career fields seem to interest my child?</p>	<p>What am I interested in learning about over the summer?</p> <p>What books or magazines could I read to learn more about this topic?</p> <p>What subject(s) do I get the best grades in? Why?</p> <p>What subject(s) do I get lower grades in? Why? What could I do to improve?</p>





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<p>Have we recognized our district, school, and staff successes?</p> <p>Is the district prepared for the opening of schools?</p>	<p>Did our summer school program contribute to student academic progress?</p> <p>What transitional activities are necessary to move from summer school to the new school year?</p> <p>Do I have the right people in place and prepared for the new school year?</p> <p>Am I getting the right kind of information to know how our implementation is progressing?</p>	<p>How can we ensure that the Indiana Academic Standards will be implemented in every classroom next year?</p> <p>How will we know?</p>	<p>What additional information or new resources do we need to highlight on our webpage about our the Indiana Academic Standards implementation?</p> <p>What additional internal and external outreach do we need to conduct?</p> <p>Are there additional year-end successes we can highlight?</p> <p>How do we promote our back-to-school activities?</p>	<p>What lessons about the Indiana Academic Standards did we learn this school year that will help shape our implementation next year?</p> <p>How will I work with my faculty to promote even stronger implementation this coming school year?</p> <p>How have I recognized exemplary performance?</p>	<p>Am I using the summer months to enhance my knowledge of the Indiana Academic Standards and my instructional skills?</p>	<p>What have I learned over the past school year that will inform my counseling plan for the coming school year?</p>	<p>Is my child reading every day?</p> <p>How can I help my child get to the library and encourage him or her to read regularly over the summer?</p> <p>Hoosier Family of Readers http://www.doe.in.gov/hoosierreaders</p>	<p>Am I making time to read every day?</p> <p>What am I learning from what I read?</p> <p>How do I prepare for the upcoming school year?</p>

July

Finalize Plans for
Start of 2015-2016
School Year

July

Curriculum and
Planning Meeting

Date TBD